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ABSTRACT

A study was conducted in an attempt to provide comprehensive data about the characteristics of students enrolled in resident proprietary schools in Illinois. Students were administered a survey instrument modeled after the Student Profile Section of the American College Testing Program's assessment form and their Career Planning Profile Booklet. The instrument was given to 1,432 students in 35 proprietary schools, which included business, self-improvement, vocational schools, barber and cosmetology schools, and truck-driving schools. Student characteristics were obtained and analyzed in five general areas: Demographic and family background, high school background, experiences after high school and reasons for choosing the present school, experiences in the present school, and future expectations and job attitudes. Detailed findings and comparisons of proprietary school students to other students (in public high schools and community colleges) are reported in each area. Conclusions are detailed and include the following: Characteristics of students enrolled in proprietary schools vary markedly among the types of schools. Proprietary schools are seen as avenues to new or improved employment opportunities. Proprietary school students are less likely to come from middle-class families than collegiate students. Students have a generally high level of satisfaction with the quality of their instruction. (TA)

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CHARACTERISTICS OF STUDENTS ENROLLED IN RESIDENT PROPRIETARY SCHOOLS IN ILLINOIS

Background Research Report for
Proprietary Education: Alternatives
for Public Policy and Financial Support
Supported by the Lilly Endowment, Inc.

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Southern Illinois University
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LAJ

Introduction

The role of the proprietary schools in extending postsecondary educational opportunities to the public has not been widely known nor well understood. Although these schools have existed in one form or another since Colonial days (Katz, 1973; Wilms, 1974b), they were not included in educational planning at the postsecondary level until the 1970s. The defining of postsecondary education as a broader term than higher education, as provided for in the Education Amendments of 1972, has given new recognition to proprietary schools and to the needs of their students.

After reviewing several studies, Lenning (1974, p. 4) stated:

> The needs of many diverse groups of students are not being adequately met in our colleges and universities. Far greater diversity exists among our students than among our approaches to students.
>
> We need to reevaluate all of the goals and benefits of different institutions and programs and try to reverse the trend toward homogeneity that has marked our system of higher education during the last two decades of greatly increasing diversity among students.

Proprietary schools offer specialized instruction that is primarily oriented to the learning of skills directly

related to an occupation. These schools have long provided an alternative to collegiate education with its less utilitarian and more comprehensive philosophy of education. As far back as 1881, President James A. Garfield observed that:

> The business colleges which this country has originated are a protest against that capital defect in our schools and colleges which consists in their refusal to give a training for business life. (Fulton, 1969, p. 1023)

Prior to passage of the Smith Hughes Vocational Training Act in 1917, the proprietary schools provided the principal source of occupational education and training for business, trade, and technical occupations (Nystrom, 1973). However, even with the development of public vocational schools and community colleges, large numbers of students have still been enrolled in numerous proprietary schools. A national enrollment of 3 million students in 10,000 proprietary schools has been estimated by Eisenberg (cited in Wilms, 1974b, p. 2). Katz (1973) has estimated an enrollment of 614,940 students in 589 proprietary schools in Illinois.

The designation proprietary school has generally appeared in the literature without any distinction between schools offering resident instruction and those offering home study (instruction by correspondence). Most, if not all, of the studies of students in proprietary schools have excluded students in home study programs. There are obvious methodological reasons for excluding these students; but, in doing

so, care must be taken not to assume that the characteristics of students in resident programs can be generalized to the total proprietary sector. The large differences between these two modes of instruction would logically imply differences between the schools and their students.

There are relatively few home-study schools, but they enroll two-thirds of the proprietary school students nationally (Eisenberg, cited in Wilms, 1974b, p. 2). The estimates by Katz (1973) included 46 home-study schools in Illinois enrolling a total of 500,000 students. This would leave an estimated 543 resident-instruction schools enrolling about 115,000 students. Only the students in resident programs were included in the study undertaken here.

Review of the Literature

Studies of the students enrolled in the proprietary sector date back only to the mid-1960s. Many of the studies have been based almost entirely upon information obtained from school personnel, rather than directly from the students (Belitsky, 1969; Enns, Neasham & Swanson, 1967; Kincaid & Podesta, 1967; Waldrip, 1966; Weathersby & Nash, 1974).

Hoyt (1968) reported on a series of studies carried out from 1962 to 1967 on a group defined as specialty oriented students. These studies included secondary and postsecondary students enrolled in private and public schools. The specialty oriented student was characterized as:

> . . . one whose motivations toward educational achievement are built largely around a desire

> to acquire a specific occupational skill or set of skills. Courses designed to broaden his potential for avocational living have little or no appeal to this student. He may be described as expressing relatively more interest in being trained than in being educated. (Hoyt, 1968, p. 170)

A study of private vocational schools in Oklahoma (Braden, Harris, & Krishan, 1970) included information from 3,000 students who had been graduated from these schools. The study concluded that:

> . . . students in private schools are therefore mature adults whose major concern is to gain a skill that will help them get a better job than the ones they have held previously. Because they are in a hurry to complete this training, they usually do not like to study subjects other than the ones directly related to their employment goal. (Braden & Krishan, 1971, p. 203)

The American Institutes for Research (AIR) conducted a comparative study of students in proprietary and nonproprietary schools in four major metropolitan areas (Wolman, Campbell, Jung, & Richards, 1972). The findings indicated very similar background profiles for the proprietary and nonproprietary school students, although ethnic minority students were found somewhat more frequently in the nonproprietary sector.

Wilms (1974a), citing methodological difficulties in

the AIR study, conducted a comparative study of proprietary and public schools and their students. The findings did not support a conclusion of definitive differences between the students in the two sectors. Contrary to the AIR study, Wilms did find a greater representation of ethnic minority students in the proprietary sector than in the public sector. Differences in the types of schools included in the two studies may account for this difference in the findings.

The instrument used in the annual Cooperative Institutional Research Program of the American Council on Education was administered to students in fifteen selected proprietary schools in the fall of 1974 as a pilot study (Christian, 1974, i.e. 1975). Although restricted to accredited business schools and trade and technical schools, and the sample purposively selected, this study was of interest as the first attempt to make comparisons of proprietary school students to students in the two-year and four-year collegiate sectors.

> The study showed that although proprietary students came from lower socioeconomic levels and had different demographic and educational characteristics, they were very similar to their freshmen classmates in colleges and universities in terms of life goals, values, and social attitudes and behavior. (Christian, 1974, i.e. 1975, p. 21)

As a result of the pilot study, a more extensive study was conducted during the fall of 1975 as part of the Cooperative Institutional Research Program. The findings of that

study were not available at the time of this writing.

From comparisons of the findings reported in the literature, there appeared to be several factors in the composition of the samples that exerted an influence on the findings. One of these, as previously mentioned, was the type of occupational program included in the study. Another factor was whether or not the sample included only accredited schools. The fact that only accredited schools were eligible for participation in federal financial aid programs would introduce an obvious bias in this regard.

Katz (1973) has provided a descriptive overview of the proprietary sector in Illinois, with special attention to the relationship between these schools and their respective regulatory agencies in the State. One of the conclusions of that study was the need for a comprehensive profile of the students enrolled in Illinois proprietary schools.

The diversity of the proprietary sector coupled with sampling differences in the studies completed to date has resulted in contradictory and incomplete findings. The study reported here was an attempt to provide comprehensive data about the characteristics of students enrolled in resident proprietary schools in Illinois.

Methodology

Comprehensive lists of the business, self-improvement, and vocational schools in Illinois were obtained from the Illinois Office of Education. A complete listing of barber and cosmetology schools was obtained from the Illinois

Office of Education and Registration. The list of truck-driving schools was obtained from the Illinois Secretary of State. A proportionate random sample, stratified by the above types of schools, was drawn from the combined total of 330 schools to yield a sample of 35 schools. Two schools declined to participate and were replaced. Responses were then obtained from all 35 schools. Driver-training schools, flight-training schools, home study schools, and the sole mortuary science school were excluded from the study. Schools operated as not-for-profit institutions were also excluded.

The schools were paid to administer the instrument to all of their postsecondary students (excluding those still in high school) who were enrolled during the summer of 1975. This resulted in 1,432 student responses. The proportionate sampling of the schools had not been precisely equal for each type of school, and two types had been over-sampled to provide sufficient numbers of students. To compensate, the student responses were weighted to provide for an equal probability of selection (.11) from each of the 6 types of schools, yielding a weighted sample of 1,400 respondents.

The survey instrument was modeled largely after the Student Profile Section of the American College Testing Program's assessment form (ACT, 1974) and their Career Planning Profile Booklet (ACT, n.d.). Instruments used in other studies (Christian, Note 1; Wilms, Note 2; Wolman, Note 3), were also reviewed and contributed to the final form of the

instrument, as shown in appendix A. The instrument was pretested with students at the Manpower Training Center of Southern Illinois University at Carbondale. As a result, modifications were made to provide better response choices for older students, especially married women.

The instrument was also translated into Spanish in order to gain the participation of one school in the sample which enrolled a large number of students who were not fluent in English. Special care was taken to retain as much as possible of the tone and shades of meaning of the English version of the instrument.

Visual verification of the keypunched data against the original student responses yielded a coding accuracy of 99.6 percent. Analyses of the data were carried out by means of the Statistical Package for the Social Sciences (Nie, 1975) using chi-square and one way analysis of variance tests, as appropriate to the variables at hand, to determine statistical significance. Where interval-level variables were involved, the eta statistic was used to determine the amount of variance accounted for by another variable. Differences were systematically explored for type of school, sex, marital status, age, and race. Where logically appropriate, other differences were also investigated.

Student characteristics were obtained and analyzed in five general areas: 1) demographic and family background, 2) high school background, 3) experiences after high school and reasons for choosing the present school, 4) experiences

in the present school, and 5) future expectations and job attitudes.

A more detailed treatment of the methodology and findings of this study have been reported in an unpublished dissertation (Juhlin, Note 4). A summary of the percentage responses by sex and type of school is shown in appendix B.

Findings

Using two methods of estimating, an average figure of 20,000 students was found to be enrolled in the study population during the summer of 1975. However, proprietary schools have been found to enroll new students continuously during the year, often for programs of less than one year's duration. Consequently, it may be more appropriate to speak of the number of new students admitted during a 12-month period as a measure of the impact of these schools. An estimated 55,000 new students had enrolled in the study population schools during the 12 months prior to 1 July 1975.

The responses reported below have been normalized to exclude nonrespondents to individual items. The item response rates were generally in excess of 90 percent and can be derived from Appendix B.

Personal and Family Background

Women were found to outnumber men by a ratio of 2:1. This variable is illustrative of the differences among the types of schools. No women were found in truck-driving schools, but more than 9 out of 10 cosmetology students were women. An even ratio was found in barber schools, reflecting recent increases in the number of women entering this field. Women held a 7:3 majority in business schools and a 3:2 majority in self-improvement schools. Men held a 3:2 majority in vocational schools.

Half of the students were single, 40 percent were married, and 10 percent reported their status as "other."

Although men were somewhat more likely than women to be married, the majority of married students were women. Students indicating their marital status as "other" were more than 10 times as likely to be women than men, giving the impression that these schools are seen as sources of employment skills for women whose expectations have suddenly changed and who are in need of financial support.

A mean age of 27 was found for proprietary school students, with a standard deviation of 9 years. The mode, at age 20, accounted for only 10 percent, while 28 percent were over the age of 30. This broad distribution is in sharp contrast to the age-cohort generally emerging from the secondary schools and entering the collegiate sector. Women tended to be 2 years younger than the men ($p < .0001$). Self-improvement students were the oldest, and cosmetology and business students were the youngest ($p < .005$), with a difference of almost 4 years. Married students were 8 years older than single students ($p < .0001$).

The students were found to be almost equally divided between whites and nonwhites, with 53 percent, white; 24 percent, black; 5 percent, Spanish-speaking American; 4 percent, Chicano; 3 percent, American Indian; 1 percent, Oriental; and 9 percent, "other." (Only 1 percent failed to respond at all.) Students who responded "other" were generally immigrants from Europe and South America. Women showed a greater tendency to be nonwhite than did the men ($p < .0001$). A larger than expected number of students with marital status

"other" were black ($p = .0003$). Black and Chicano students tended to be younger than white students ($p = .03$). Self-improvement and barber schools were predominantly white; nonwhite students held a slight majority in the business and cosmetology schools ($p < .0001$).

More than 9 out of 10 students were residents of Illinois and 7 out of 10 had attended high school in Illinois. Less than 1 out of 10 were not citizens of the United States, but only 1 out of 10 nonresidents were not citizens. Two-thirds of the nonresidents were men, twice the expected value, and were found primarily in the vocational and truck-driving schools.

Students reporting a physical disability were equally divided between men and women and accounted for 7 percent of the total. Men were twice as likely as women to have reported a disability.

Previous military experience was reported by 17 percent of the students, including 45 percent of the men and 2 percent of the women. Veterans were more than 5 years older than nonveterans, were more than twice as likely to be married, and were more likely to be white. Almost one-third of the veterans had served in Vietnam. While three-fourths of all veterans were found in business or vocational schools, veterans comprised almost two-thirds of the truck-driving students.

Three out of five students had attended high school in a small community, population less than 50,000, and one out

of five had been in a major city, population over one million.

The cumulative proportion of students by level of family income progressed almost linearly up through the $20,000 level. A family income under $3,000 was reported by 10 percent; 22 percent reported under $6,000; 39 percent under $9,000; 52 percent under $12,000; 67 percent under $15,000; and 83 percent under $20,000. Racial differences accounted for 17 percent of the variance in family income ($p < .0001$). Blacks, for example, were four times more likely than whites to report a family income under $6,000 and only a little more than one-fourth as likely to report an income of $20,000 or more. Women were generally from less affluent families than were men ($p < .0001$). The type of school attended accounted for 7 percent of the variance in family income ($p < .0001$). Business and cosmetology students were generally the least affluent, and self-improvement and vocational students were the most affluent. This finding reflects the interactions between sex, race, and income. Students reporting marital status as "other" reported the lowest family incomes, while married students reported the highest family income levels.

Differences by age were not significant ($p > .25$) for family income, but accounted for one-third of the variance in tax dependency on parents ($p < .0001$). Only one-fifth of the students indicated that they were claimed as a tax exemption by their parents. Almost three-fourths of those reporting tax dependency were under the age of 21, representing 6 out of 10 of that age group. Tax dependency was not

significant as a function of sex ($p = .07$), but was for race ($p < .0001$). One-fourth of the whites reported tax dependency, compared to one-tenth of the blacks and one-tenth of the combined Spanish-speaking Americans and Chicanos, even though the whites tended to be older. Marital status accounted for 18 percent of the variance in dependency ($p < .0001$). Nine-tenths of those reporting dependency were single, representing 4 out of 10 of the single students. It was unknown to what extent older students, married students especially, might have interpreted family income to be their own rather than their parents' income. In either case, it represented a measure of the student's ability to pay for education.

For almost 9 out of 10 students, neither parent had completed 4 years of college. For more than one-third, neither parent had completed high school, and for one-sixth, neither parent had advanced beyond the eighth grade. The parents of younger students tended to have had more education than those of older students ($p < .0001$). The parents of Chicano and Spanish-speaking students tended to have had the least education, followed by blacks, while white parents had had the most education ($p < .0001$).

Two-thirds reported father's occupation in a blue-collar category. Slightly more than half reported mother's occupation as housewife. Differences in father's occupation were significant ($p < .0001$) among the types of schools, but differences in mother's occupation were not significant ($p = .07$). Mothers of younger students tended to have worked

outside the home more frequently. Fathers of white students were the most likely to have white-collar jobs. Mothers of Chicano and Spanish-speaking students were the least likely to be working outside the home; almost no difference was found between white and black mothers ($p < .0001$).

High School Background

Seven out of 10 students reported having completed high school; another 12 percent had attained a GED certificate or were in a GED program. Self-improvement students were the most likely to have completed high school, and cosmetology students were the least likely ($p < .0001$). Men were twice as likely as women to have the GED equivalent. Students with the marital status "other" were less likely than single or married students to have a high school diploma or equivalent ($p < .0001$). Chicano students were much less likely to have a high school diploma than were blacks, while whites were the most likely to have reached this educational level ($p < .0001$).

Younger students were more likely than older students to have attended high school in Illinois ($p < .0001$). Women were more likely than men to have attended an Illinois high school ($p = .0002$). Spanish-speaking students were by far the least likely to have attended high school in Illinois, while whites were only slightly more likely than blacks to have done so ($p < .0001$).

Slightly more than one-fourth of the students had been in a college-preparatory curriculum; more than 4 out of 10

had been in a general curriculum; and 3 in 10 had been in a business or vocational curriculum. White students were almost twice as likely to have been in a college-preparatory curriculum than were the nonwhites. Barber and cosmetology students were the least likely to have been in a college-preparatory curriculum and vocational students were the most likely ($p < .0001$).

One-fourth of the students reported a high school grade average of "B" (3.0 on a 4.0 scale) or better. Women reported somewhat better performance than men ($p < .0001$). Black students reported the lowest grade averages and whites reported the highest ($p < .0001$).

Almost 6 out of 10 reported having been in the upper half of their high school class, and more than one-fifth had been in the upper quartile. Controlling for sex, the type of school showed no significant difference in class rank for men ($p = .64$), but accounted for 6 percent of the variance for women ($p < .0001$).

Half of the students had participated in more than one high school extracurricular activity, one-third reported one activity area, and only 16 percent did not report any extracurricular activities. Chicano and Spanish-speaking students were the least likely to have participated in these activities, and white students were the most likely to have reported such participation ($p < .0001$). Truck-driving students were the least likely and self-improvement students were the most likely to have reported these activities.

Forty percent of the students considered their high school education to have been above average ("good," or "excellent"). Those in a college-preparatory curriculum were the most likely to have given an above average rating; those in a general curriculum were the least likely ($p < .0001$). Black students were less likely than white students to report an above average rating ($p < .0001$).

Almost half of the students reported having held part-time jobs while in high school; less than one-third did not report any work experience while in high school. Men generally had more work experience than women, except in work-study programs ($p = .001$). Younger students reported part-time employment in high school more frequently than did the older students, even though women were over-represented among the younger students ($p = .0001$). White students were the most likely to have had part-time jobs while in high school or full-time jobs during the summer; Spanish-speaking Americans were the least likely.

Experiences After High School

Almost 4 out of 10 students obtained a full-time job the first year out of high school, and a little less than one-third went on for further education that year. Only 3 percent had been seeking and were unable to find steady employment that year. However, the proportion who were unemployed increased almost fivefold from that first year out of school to the time they decided to attend a proprietary school. Younger students were more likely than older

students to have gone on to school that first year and were also five times more likely to have been unemployed. White students were the least likely to have been unemployed and were the most likely to have gone on for further education immediately after high school.

Sixty percent of the students had attended at least one other postsecondary school before enrolling in their current school. They were equally as likely to have attended a four-year school as a two-year school and were only slightly more likely to have attended a business or vocational-technical school. They were more likely to have been in the public rather than in the private sector. Men were more likely than women to have attended another school, to have been in a four-year college, or to have been in a home-study (correspondence) program ($p < .0001$). Spanish-speaking and Chicano students were the least likely to have attended another school. These students and the black students were more likely to have attended a two-year school than a four-year school; the opposite was true for white students. Blacks were twice as likely as whites to have attended a noncollegiate school, either public or private ($p < .0001$). Self-improvement and vocational students were the most likely to have attended another school; cosmetology students were the least likely. Students who had been in a college-preparatory curriculum in high school were much more likely to have attended another school and more likely to have attended a four-year college.

Slightly more students had been employed just prior to attending their present school than was found for the first year after high school. Only half as many had been in school and five times as many had been unemployed. The proportion of men who were employed had increased sharply since the first year out of high school, while the proportion of women had decreased very slightly. Women were twice as likely to have reported their principal activity as keeping house at this time than was found right after high school. Men were almost equally as likely as women to have been in school or to have been unemployed just prior to enrollment ($p < .0001$). The proportion of nonwhites with full-time jobs decreased after the first year out of high school, while the proportion of whites with full-time jobs increased. The proportion in school declined for all but the "other" racial group. The proportion of unemployed students increased for all racial groups.

Slightly less than one-fourth of the students reported a personal income of $9,000 or more just prior to entering the school. Men and older students reported higher incomes ($p < .0001$), with a difference of 15 years between the mean ages of students in the lowest and the highest income levels. Married students reported the highest personal incomes. Self-improvement students reported the highest personal incomes, and cosmetology students reported the lowest. White students and part-time students had the highest personal incomes, respectively.

Almost half of the students were living less than 10 miles from the school when they decided to enroll; one-fourth lived more than 25 miles away, and only 7 percent lived more than 100 miles away. Truck-driving students came from the greatest distance. Men came from farther away than did women ($p < .0001$). There was only a slight tendency for whites to have come from farther away than the other students.

Advertising and the advice of friends who had attended the schools were by far the two most frequently cited sources of information about the schools. Differences among the types of schools were significant ($p < .0001$) for 5 of the 7 possible response items. For example, the response to advertising as a source ranged from 78 percent of the truck-driving students to only 11 percent of the barber students; but, conversely, the advice of friends was reported by 49 percent of barber students and only 12 percent of truck-driving students. Public agencies were a more frequent source of information for business students than for the other students, for students with the marital status of "other" than for single or married students, and for blacks than for whites or for the other minorities. Significant differences ($p < .0001$) in the other informational sources were also found by sex, marital status, age and race.

An emphasis on practical training emerged as the most important factor in the choice of a school and was rated "very important" by 7 out of 10 students. This was followed in decreasing importance by the offering of a specialized

program, the reputation of the school, and six other considerations the last of which was an offer of financial assistance. Again, differences among the types of schools were significant for these responses and resulted in changing the order of importance for several of the items. Differences were also found in the importance of these factors by level of family income. Cost, job placement ability, and financial assistance were more important ($p < .0001$) for lower income than for higher income students.

Almost half of the students reported seeking skills in order to obtain employment, another 18 percent were seeking new skills in order to change jobs, and another 8 percent were seeking promotions in their current jobs. A little more than one-fifth reported their goal as self-improvement, not related to a specific job. The latter response was more likely to have come from a self-improvement school than from any of the other schools, but only 38 percent of the self-improvement students gave that response. Men were more likely than women to have reported self-improvement as their goal.

Experiences within the Proprietary Schools

Full-time enrollment was reported by 60 percent of the students and part-time enrollment was reported by 38 percent. No sharp demarcation was found between full-time and part-time students in the number of hours they attended school. More full-time than part-time students were in school more than 25 hours per week; the converse was true for less than 21 hours per week. Wide differences in full-time status and

the number of hours spent in school were found among the types of schools. Barber students were the most likely to be full time, while self-improvement students were the least likely. Part-time students were twice as likely as full-time students to have reported self-improvement as their goal.

Almost two-thirds of the students attended school during the day. Barber students were the most likely to be in day programs and self-improvement students were the most likely to be in evening programs. Women were more likely than men to have been in a day program. Single students, younger students, and full-time students were more likely than their counterparts to have been in a day program.

Six out of 10 students were living in their own home or apartment, almost one-third were living with parents or relatives, and only 2 percent were living in school-provided housing. Women were somewhat more likely than men to have been living with their parents. Significant differences ($p < .0001$) in the place of residence were found among the types of schools.

Half of the students reported that they were not working while enrolled in school, but almost 3 out of 10 were working more than 35 hours per week. Women were less likely than men to have been working. White students were more likely than the other racial groups to have been working. Again, the differences among the types of schools were significant ($p < .0001$).

Considering potential services which the students

thought would be helpful, job placement was by far the most frequently cited. This was expressed most frequently by truck-driving students and least frequently by students in self-improvement schools. Financial aid counseling and finding a part-time job while attending school were the next most frequently cited services. Only 7 percent expressed interest in a day-care center, and 6 percent reported interest in having assistance in finding a place to live.

Three out of 10 students expressed a need to improve their study skills, and more than one-fourth expressed a need to improve their reading skills. Slightly less than one-fourth wanted help with mathematical skills and 1 out of 5 students expressed interest in educational and vocational counseling. One out of 6 reported a need for help in expressing ideas in writing, and 1 out of 7 was interested in personal counseling. Racial differences were generally significant for these responses, as were differences among the types of schools.

Costs of attending proprietary schools were found to vary widely among the types of schools, reflecting variations in the lengths of the programs offered, among other factors. Program duration accounted for almost one-fourth of the variance in cost ($p < .0001$). Among full-time students, the type of school accounted for 20 percent of the variance in cost. In terms of total dollars, self-improvement programs were the least expensive, while business and vocational programs were the most expensive. Three out of 10 students

reported costs of $500 or less; one-third reported costs of $501 to $1,000; almost one-fourth reported costs of $1,001 to $2,000; and 4 percent reported costs in excess of $3,000.

One-fourth of the students were in programs of 3 months or less. More than half were in programs of 9 months or less, and 7 out of 10 were in programs of 1 year or less. Only 15 percent were in programs exceeding 2 years.

Almost 6 out of 10 students were "very sure" of their occupational choice; and only 1 out of 8 was "not sure at all." Barber and cosmetology students were the most certain. Almost two-thirds were "very satisfied" with their choice of school program, and only 6 percent were not satisfied. The adequacy of the school was rated above average by 62 percent and below average by only 9 percent. Almost 9 out of 10 students responded that they were "very likely" to complete their program; only 2 percent felt they were not likely to finish.

Almost two-thirds of the students considered the instruction in their schools to be better than what they had experienced in high school; only 13 percent considered it to be worse than in high school. Men were more likely than women to rate their current school higher than their high school ($p < .0001$). Differences among the types of schools were significant ($p < .0001$) and showed the highest comparative ratings for self-improvement and vocational schools and the lowest ratings for cosmetology and truck-driving schools.

Six out of 10 students considered their chances of

getting a job after completing their program to be "pretty good"; only 5 percent felt their chances were "not too good." White students tended to be a little more optimistic than the other racial groups ($p = .002$). Truck-driving students were the least optimistic among the types of schools ($p = .004$).

The most frequently cited source of funds for school expenses was the student's own income or savings and was reported by 4 out of 10 students. Almost one-fourth cited parental support. White students were more likely than the other racial groups to cite these two sources, while nonwhite students were more likely to have been recipients of BEOG or CETA awards. Black students were four times more likely than white students to have reported a loan or deferred payment. Single and married students were three times more likely than students with the marital status of "other" to cite family support for their school costs. Women were twice as likely as men to cite family support and were more likely than men to have been recipients of BEOG or CETA awards. Veteran's benefits were reported by 10 percent of the students and by 28 percent of the men. BEOG, CETA, Social Security and other forms of federal assistance were reported by less than 10 percent of the students respectively.

Differences in sources of financial support among the types of schools were somewhat influenced by the proportions of accredited schools within each group, since only accredited schools were eligible to participate in most federal programs.

Of the students enrolled in accredited schools, 13 percent had BEOG or SEOG awards, 14 percent reported veteran's benefits, 6 percent reported State Guaranteed Loans and 1 percent reported National Direct Student Loans. However, 13 percent of the students in unaccredited schools reported the use of CETA funds as compared to only 7 percent of the students in accredited schools ($p = .0003$).

Accredited schools accounted for only 15 of the 35 schools in the sample, but enrolled almost two-thirds of the students in the sample.

Future Expectations and Work Attitudes

Almost one-third of the students expected to attain at least a bachelor's degree as their highest level of education; only 13 percent did not expect to advance beyond a high school diploma. Half of the students expected their highest level of education to be a technical or business diploma, or a two-year degree. Men generally had higher levels of expectation than did women ($p = .0002$). Chicano and Spanish-speaking students had the lowest expectations ($p < .0001$). Vocational school students had the highest expectations and barber students had the lowest ($p = .0001$).

When asked what type of school they might attend in the future, more than 90 percent responded. Of these, a little more than half indicated a public institution; one-third, a private school; 5 percent, home study; and 7 percent, "other." Three out of 10 would attend a two-year college, a four-year college, or a vocational-technical school, respectively. At

the collegiate level, the students were three times more likely to attend a public than a private institution. At the vocational-technical level, they were twice as likely to attend a private school as a public school. Men were somewhat more likely than women to have indicated a four-year college, while women were more likely to have cited the two-year college ($p = .004$).

Although one-fourth had reported that they had not been working just prior to beginning their program, only 4 percent expected not to be working after completing the program. While almost half had previously had an annual income of less than $3,000, less than half expected to be earning under $12,000 in 3 to 5 years. Almost 9 out of 10 students were expecting an increase in income. Men reported higher income expectations than women, as did older students, married students, and white students, respectively ($p < .0001$). The type of school accounted for 6 percent of the variance in expected income, with self-improvement students reporting the highest income expectations and cosmetology students the lowest income expectations.

The students were asked to rate six job characteristics on a 4-step scale from "not important" to "very important." Interest in the job (doing work that is enjoyable) was rated the highest by students in all the schools and was the characteristic least dependent upon the differences in school type. Differences in this job characteristic by sex, marital status, age, or race were not significant.

Being well-paid was the second most important characteristic in all except the barber schools where it was third behind the value of "co-workers." Differences by sex, marital status, and age were not significant, but differences by race were. Black students rated this characteristic higher than did the other groups, and white students tended to rate it lower than did the other students ($p < .0001$).

Co-workers (working with people they liked) was ranked third in importance. This was less important for truck-drivers and more important for barber and cosmetology students. Women tended to rate this higher than did men ($p = .005$), but other differences were not significant.

Independence and responsibility (being their own boss and being responsible for making decisions) were two characteristics that virtually tied for fourth place in importance. Independence was the least important of all characteristics for barber students. Responsibility was the least important of the characteristics for truck-driving students. Men tended to place more importance on independence and responsibility than did women ($p = .0008$). The importance of independence tended to increase with age ($p = .0005$). Chicano and Spanish-speaking students tended to give more importance to independence and responsibility than did the other racial groups ($p = .001$ and $p < .0001$ respectively).

Job security was the least important characteristic except among barber and truck-driving students. White students showed a clear tendency to assign less importance

to job security than did any of the other racial groups ($p < .0001$).

Comparisons of Proprietary School Students to Other Students

Comparative data for some items were available through the American College Testing Program (ACT, 1975a, 1975b) for Illinois high school and community college students for the 1974-75 academic year. The samples for both of these groups included, but were also limited to, all of the students taking the ACT assessment that year. It is likely that some of the adult, part-time students in the community colleges did not take the ACT test and hence were not included in the summary provided by the ACT. Similarly, high school students not planning to attend college may not have taken the ACT test. Nevertheless, these comparisons were deemed useful in obtaining a further understanding of the characteristics of proprietary school students.

Demographic and family background. While women outnumbered men 2:1 in the proprietary sector, the ratio was almost even in the high school and community college populations, with only slightly more women than men.

Proprietary school students were generally older and were much less concentrated into an age cohort than were either of the other two populations.

A much larger proportion of proprietary school students was found to be nonwhite (57 percent) than was reported for the high school or community college students (13 and 12 percent respectively). Blacks, the largest minority,

constituted 5 percent of the community college freshmen, 10 percent of the high school students, and 24 percent of the proprietary school students.

A physical disability was reported by 7 percent of the proprietary school students, but by only 1 percent of the community college freshmen. However, the wording of the question to the community college students was somewhat more restrictive than that put to the proprietary school students.

The distribution by size of the home community was similar for the two sectors, except that the community colleges contained the larger proportion from communities of 10,000 to 49,999 population while the proprietary schools had the larger proportion from cities of more than one million.

Community colleges enrolled a larger proportion of their students from middle-income families than did the proprietary school, and the latter enrolled larger proportions from the lower and upper income levels. Both sectors enrolled greater proportions of students from families with income under $20,000 than was found among the high school students. However, when income was considered within racial groups, the situation changed. Almost the same proportion of white students with family income under $7,500 was found in the proprietary schools as was found in the community colleges; above that level, the proprietary school students were generally the more affluent. Black students in the proprietary schools were more affluent on the average than black

students in the community colleges.

Thus, the generally lower level of family income found in the proprietary sector can be explained by the greater proportion of nonwhites, with their generally lower income, enrolled in those schools.

High school background. Almost equal proportions of proprietary school and community college students had attended public high schools. Proprietary school students tended to have come from smaller high schools than did community college students, except that the reverse was found for students from the largest high schools. However, differences in this response by age and race of the students could account for at least part of this difference between the two sectors.

Proprietary school students were only slightly less likely than community college freshmen to have been in a college-preparatory curriculum in high school, even though nonwhite students were much less likely to have been in a college-preparatory curriculum.

A larger proportion of proprietary school students reported a high school grade average of "B" (3.0) or above than was reported by the community college freshmen. Equal proportions reported a grade average below "C" (2.0). This finding was independent of sex. However, the difference between the two sectors might be increased if compared by race, since black students in the proprietary sector were found to have reported much lower grade averages than did

the other racial groups. Both the proprietary school and community college students reported much lower grade averages than did the population of high school students.

With only slight exception, the pattern of participation in high school extracurricular activities was similar between the proprietary school and community college populations when considered separately for men and women. Although the pattern of activities was similar, larger proportions of the proprietary school students tended to report participation in the activities than was reported by the community college freshmen.

Proprietary school students were only two-thirds as likely as the high school population to have rated the adequacy of their high school education above average. No difference was found between the proportions of the two populations giving below average ratings. (These data were not available for the community college freshmen.) In both groups, students from college-preparatory curricula gave higher ratings than did the others. Likewise, black students in the proprietary sector gave lower ratings than did white students. Controlling for both of these factors would tend to reduce this difference in the reported adequacy of the high school experience.

Experiences after high school. In this and following comparisons between proprietary school students and community college freshmen, it must be noted that the responses for the latter were most likely given when the students were still in

high school. This necessarily limits further comparisons.

Proprietary school students and community college freshmen showed almost identical patterns of distance to the school they attended (or had planned to attend) from where they had lived when they had decided to attend that school.

Experiences within the school. The community college freshmen were more likely to have reported plans to be full-time students than was found to be the case for the actual attendance of the proprietary school students. Those high school students who had indicated plans to attend a vocational-technical school were similar to the proprietary school students in the proportion planning to enroll full time.

Community college freshmen were less likely to have reported plans to enroll in a night program than was found in the actual attendance of the proprietary school students.

Community college freshmen were twice as likely to have reported plans to live with their parents while in school as was found within the proprietary sector. The generally older population found in the proprietary sector would account at least partially for this difference.

The community college freshmen were more than twice as likely to have expressed interest in part-time employment while in school as were students in the proprietary sector.

Community college freshmen were only slightly more likely than proprietary school students to have expressed a need to improve study skills and reading skills. Community

college freshmen, however, were twice as likely as proprietary school students to have expressed a need to improve mathematical and writing skills. Community college freshmen were also twice as likely to have expressed interest in educational and vocational counseling, but were only slightly more likely to have shown interest in personal counseling. The total population of high school students showed more interest in each of these areas of expressed need than did students in either the community colleges or the proprietary schools. These responses may have been less a measure of actual need, or relative need, than they were of an awareness of need or desire to improve in these ways.

The proprietary school costs, unadjusted for the length of the program, were generally lower than the school costs anticipated by the total population of high school students and were generally higher than the costs anticipated by those students who attended a community college.

Future expectations. The proportion of students not planning to go beyond a two-year degree clearly increased in moving from the high school population to the community college population to those enrolled in proprietary schools. However, similar proportions of community college freshmen and proprietary school students reported educational aspirations beyond a four-year degree.

Conclusions

The findings of the study support several conclusions about the students who attend resident, proprietary schools.

1. The characteristics of students enrolled in proprietary schools vary markedly among the types of schools. Conclusions drawn from studies of these students will be dependent upon the types of schools included in the study sample.
2. Proprietary schools are seen as avenues to new or improved employment opportunities. Students are less likely to enter proprietary schools directly from high school, but are more likely to enroll when there is a need for employment or a desire to obtain better employment. The availability of practical instruction in specific, occupation-related topics outweighs other considerations in the choice of a school. The lesser influences of cost, availability of financial aid, and the job placement capability of the school are all more important to the lower income students than to the higher income students.
3. The findings indicate that proprietary school students are less likely to come from middle-class families than is true for collegiate students. Supporting evidence of this was

found in family income levels, in the high proportion of fathers in blue-collar occupations, in the large number of parents who had not continued their education beyond high school, and in the large representation of nonwhite students.

4. The sharply increased salary expectations of these students could yield them vulnerable to exploitation. However, the students have a generally high level of satisfaction with the quality of their instruction, rating it higher than the quality of their high school instruction. Further, the claim of school owners that they are necessarily accountable to their students is given credence by the large proportion of students who cited former students as their source of information about the schools.
5. The generally lower family income found among proprietary school students can be largely explained by the greater proportion of nonwhite students in these schools. Considered within racial groups, these students are not necessarily less affluent than community college students, but are still likely to be less affluent than students in colleges and universities. Even with their overall low level of income, these students do not enjoy the same

degree of state and federal support for their education as is available in the collegiate sector.

6. Proprietary school students and community college students are generally similar in their high school background as evidenced by academic performance, pattern of extracurricular participation, and the proportion having been in a college-preparatory curriculum. However, the larger proportion of nonwhite and older students in the proprietary sector may account for some of the differences that do exist between students in proprietary schools and students in community colleges.
7. While providing the sole postsecondary experience for some students, proprietary schools also appear to be providing an adjunct experience for other students who have previously attended a collegiate institution or who may do so in the future. The findings that a large number of the students had previously attended some other postsecondary school and that a wide range of ages was represented among the students indicate that the proprietary schools are not seen as part of an established, educational sequence as much as they are viewed as a resource to be used as needed or desired.

8. Having a job that is interesting is a commonly held value among these students. However, differences in the importance of other job characteristics among students in different types of schools and among racial, age, and sex groupings indicate a diversity of value systems among these students. The importance of salary, for example, was much greater for nonwhite than for white students, as was also the case for job security. This may be a reflection of income level differences or of cultural conditions where white students feel more secure in society than do nonwhite students.

Recommendations

1. Further understanding of the proprietary schools and the programs they offer should be sought to determine ways in which these educational resources can best be integrated within the post-secondary educational structure to provide maximum accessibility and diversity of educational opportunity, both in Illinois and nationally.
2. Student mobility between proprietary, private not-for-profit, and public institutions should be studied to determine the extent and probable causes for the attendance patterns, with special

attention to the impact this might have on state policies and institutional programs.

3. A longitudinal study (three to five years) of proprietary school students should be conducted to determine student retention in the program, job placement rate, initial career development pattern, and long-term satisfaction with their program. A parallel study in the collegiate sector might also be considered.
4. The apparent attractiveness of the proprietary sector to nonwhite and nontraditional students should be studied further for insight into educational planning at the secondary and two-year postsecondary levels. Particular attention should be given to the implications for alternative philosophies of education.
5. A study of students enrolled in home study programs should be conducted. It is expected that these students might differ in several important ways from those enrolled in resident programs. Further, home study schools enroll far more students than do resident schools, but much less is known about them and their students.
6. Definitions should be developed for reporting enrollment and programmatic information that would reflect the circumstances of the

proprietary sector and also be comparable to the same data already provided in the collegiate sector. This would provide a more complete picture of the total educational effort within the State.

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Appendix A

Student Data Instrument

THE INDEPENDENT PRIVATE SCHOOL STUDENT SURVEY

You have been included in a limited sample of students asked to participate in a statewide study of students attending independent private schools. With your help in answering these questions, more attention can be given to the needs and opportunities of students like yourself.

You can answer most of the questions quickly by marking an "X" in front of the best answer. If you are not sure of the best answer, make a best guess. If some questions seem too personal, remember that your name is not on this form anywhere. Your privacy is completely protected. Please give an answer to each question if at all possible. Thank you.

The first set of questions asks about your personal and family background.

1. What is your sex:
   ____ male
   ____ female

2. My current marital status is:
   ____ single
   ____ married
   ____ other

3. In what year were you born:
   19____

4. Please mark YES or NO for each question:

Yes	No	
___	___	Are you a U. S. citizen?
___	___	Is your legal residence in Illinois?
___	___	Did you attend high school in Illinois?
___	___	Do you have a physical disability?
___	___	Do your parents claim you as a tax exemption?
___	___	Have you served on active military duty?
___	___	Did you serve in Viet Nam?

5. Which of the following best describes the community in which you lived while in high school (or when 14–17 years old):
   ____ Farm or open country
   ____ Less than 500 population
   ____ 500–1,999
   ____ 2,000–9,999
   ____ 10,000–49,999
   ____ 50,000–249,999
   ____ 250,000–499,999
   ____ 500,000–999,999
   ____ More than 1 million

6. Which response best estimates your family's total annual income before taxes:
   ____ Less than $3,000
   ____ $ 3,000–$ 5,999
   ____ $ 6,000–$ 7,499
   ____ $ 7,500–$ 8,999
   ____ $ 9,000–$11,999
   ____ $12,000–$14,999
   ____ $15,000–$19,999
   ____ $20,000 and over

7. What level of education has your father and mother completed? (If you live with or were raised by persons other than your natural parents, answer this and the next question in terms of the persons most responsible for your upbringing).

Father	Mother	
____	____	Eighth grade or less
____	____	Some high school
____	____	High school graduate
____	____	Technical or business school
____	____	Some college
____	____	2-year college graduate
____	____	4-year college graduate
____	____	Some post college schooling
____	____	Received advanced degree
____	____	Do not know

8. Which of the following *best* describes the occupation of your father and mother? (If presently unemployed, retired, or deceased, use a previous occupation).

Father	Mother	
____	____	MANAGERIAL OR EXECUTIVE (Business executive, banker, store manager, etc.)
____	____	PROFESSIONAL (Lawyer, engineer, teacher, etc.)
____	____	SALES (Auto salesman, department store clerk, etc.)
____	____	SEMIPROFESSIONAL OR TECHNICAL (Secretary-stenographer, programmer, lab technician, etc.)
____	____	SEMISKILLED (Machine operator, construction worker, etc.)
____	____	SKILLED TRADES (Electrician, plumber, carpenter, etc.)
____	____	SMALL BUSINESS OR FARM OWNER
____	____	SUPERVISOR OR PUBLIC OFFICIAL (Office manager, policeman, etc.)
____	____	UNSKILLED (General laborer, farm laborer, etc.)
____	____	HOUSEWIFE/HOUSE HUSBAND

9. Which of the following best describes your racial heritage:
   ____ Afro-American/Black
   ____ American Indian/Native American/Aleutian (Eskimo)
   ____ Caucasian American/White
   ____ Mexican American or Chicano
   ____ Oriental American
   ____ Puerto Rican or Spanish-Speaking American
   ____ Other: _____

10. Did you graduate from high school:
    ____ Yes
    ____ No
    ____ GED equivalent
    ____ Currently in GED program

11. In what year did you last attend high school (or grade school):
    19____

THANK YOU for sharing this information. The next set of questions asks about your experiences in high school.

12. The high school which I attended was a:
    ____ Public high school
    ____ Private high school

13. The number of students in my high school class was:
    ____ Fewer than 25
    ____ 25– 99
    ____ 100–199
    ____ 200–399
    ____ 400–599
    ____ 600–899
    ____ 900 or more

14. I would describe my high school curriculum or program as:
    ____ Business or commercial
    ____ Vocational-occupational
    ____ College preparatory
    ____ General
    ____ Other _____

15. My overall high school average was:
    ____ D– to D (0.5–0.9)
    ____ D to C– (1.0–1.4)
    ____ C– to C (1.5–1.9)
    ____ C to B– (2.0–2.4)
    ____ B– to B (2.5–2.9)
    ____ B to A– (3.0–3.4)
    ____ A– to A (3.5–4.0)

16. While in school (high school or earlier), I did the following (mark as many as apply):
    ____ Held a regular part-time job (waitress, sales clerk, newspaper carrier, etc.)
    ____ Held a full-time paying job during the summer
    ____ Earned money by selling goods/services
    ____ Participated in a work-study, distributive education, or cooperative work program.
    ____ Started my own business or service
    ____ Supervised the work of others
    ____ Managed the financial affairs of some organization
    ____ None of these

17. My class rank in high school was (if you are not sure, give your best estimate):
    ____ Top quarter
    ____ Second quarter
    ____ Third quarter
    ____ Fourth quarter

18. These items list high school extracurricular activities. Please mark those activities in which you participated:
    ____ Instrumental music (band, orchestra)
    ____ Vocal music
    ____ Student government
    ____ Publications (newspaper, yearbook, literary magazine)
    ____ Debate
    ____ Departmental clubs (science club, math club, etc.)
    ____ Dramatics, theater
    ____ Religious organizations
    ____ Racial or ethnic organizations
    ____ Intramural athletics
    ____ Varsity athletics
    ____ Political organizations
    ____ Radio-TV
    ____ Fraternity, sorority, or other social clubs
    ____ Special interest groups (ski club, sailing club, judo club, card section, drill teams, etc.)
    ____ School or community service organizations

19. How adequate do you feel your high school education was:
    ____ Very poor
    ____ Below average
    ____ Average
    ____ Good
    ____ Excellent

THANK YOU. The next questions concern your experiences after leaving high school.

20. Which *one* of the following best describes what you did your first year out of high school? Mark only ONE response.
    ____ Got a part-time job
    ____ Got a full-time job
    ____ Went to a college or school
    ____ Couldn't find steady employment
    ____ Joined the military service
    ____ Married, stayed home to keep house
    ____ Other:_____

21. What *other* schools have you attended *before* coming here? If more than one, place a "1" by the first school attended, a "2" by the next, etc.
    ____ None
    ____ Public 2-year community college
    ____ Private 2-year junior college
    ____ Public 4-year college or university
    ____ Private 4-year college or university
    ____ Public vocational/technical program (after high school)
    ____ Private vocational/technical, business school
    ____ Home study (correspondence) school
    ____ Other:_____

22. What were you doing at the time you decided to attend your present (this) school: (mark the *single* best response.)
    ____ Working full-time
    ____ Working part-time
    ____ Going to school
    ____ Unable to find employment
    ____ In the military service
    ____ Keeping house, caring for children
    ____ Other: _____

23. How far away from this school were you living when you decided to attend here:
_____ Less than 10 miles
_____ 10–25 miles
_____ 26–100 miles
_____ More than 100 miles

24. How did you learn about this school? (mark as many as apply):
_____ Parents
_____ Friends who had attended this school
_____ High school counselor or teacher
_____ Advertisement (TV, "Yellow Pages," newspaper, etc.)
_____ Representative from the school
_____ Public agency
_____ Other: _____

25. How important were each of these reasons in your decision to attend *this* school?
V—Very Important
S—Somewhat Important
N—Not Important

V	S	N	
_	_	_	Location of the school
_	_	_	Convenient starting date
_	_	_	Offer of financial assistance
_	_	_	Specialized program
_	_	_	Reputation of the school
_	_	_	Length of time required
_	_	_	Job placement ability
_	_	_	Cost of the program
_	_	_	Emphasis on practical training

26. Which *one* of the following best describes your most important goal in attending this school?
_____ Obtaining skills so I can find employment
_____ Learning new skills so I can change jobs
_____ Learning new skills to obtain a promotion in my present job
_____ General self-improvement not related to a specific job
_____ Other: _____

THANK YOU. These questions now ask about your present experiences in this school:

27. I am enrolled as a:
_____ Full-time student
_____ Part-time student

28. I attend classes primarily during:
_____ Day
_____ Evening
_____ Day and evening

29. I am presently living:
_____ With my parents or other relatives
_____ In my own home or apartment
_____ In housing provided by the school
_____ Other: _____

30. How many hours per week are you working while going to school:
_____ None
_____ 1– 5
_____ 6–10
_____ 11–15
_____ 16–20
_____ 21–25
_____ 26–30
_____ 31–35
_____ More than 35

31. About how many hours per week do you spend in school:
_____ 1– 5
_____ 6–10
_____ 11–15
_____ 16–20
_____ 21–25
_____ 26–30
_____ 31–35
_____ More than 35

32. Which of these services are helpful or would be helpful to you if provided by the school you attend:
_____ Financial aid counseling
_____ Finding a place to live
_____ Finding a day care center
_____ Finding a part-time job while in school
_____ Finding employment after completing the program

33. Mark any of the following items which apply to you:
_____ I need help deciding on my educational and vocational plans
_____ I need help in expressing my ideas in writing
_____ I need help in improving my reading speed and comprehension
_____ I need help in improving my study skills
_____ I need help in improving my mathematical skills
_____ I would like personal counseling

34. The total amount of my tuition and fees for the entire program is:
_____ $ 1– 500
_____ $ 501–1,000
_____ $1,001–1,500
_____ $1,501–2,000
_____ $2,001–2,500
_____ $2,501–3,000
_____ More than $3,000

35. The length of my program at this school is:
_____ 3 months or less
_____ 4–6 months
_____ 7–9 months
_____ 10–12 months
_____ 13–18 months
_____ 19–24 months
_____ More than 2 years

36. How much of the program have you completed:
_____ One-fourth or less
_____ One-half or less
_____ Three-fourths or less
_____ More than three-fourths

37. How sure are you about your present occupational choice:
_____ I am very sure
_____ I am fairly sure
_____ I am not sure at all

38. How satisfied are you with your current choice of program of study:
_____ I am very satisfied
_____ I am fairly satisfied
_____ I am not satisfied

39. How adequate do you feel your present school program is:
    ____ Very poor
    ____ Below average
    ____ Average
    ____ Good
    ____ Excellent

40. How likely are you to complete this program:
    ____ Very likely
    ____ Unsure
    ____ Not likely

41. Mark all of the following which are helping to pay your school expenses:
    ____ BEOG or SEOG
    ____ Veteran's Benefits
    ____ DVR or Social Security
    ____ CETA (MDTA)
    ____ State Guaranteed Loan
    ____ NDSL
    ____ Loan or deferred payment from the school
    ____ Other loans
    ____ Federal work-study program
    ____ Parents, spouse, or other relative
    ____ My own savings and income
    ____ Other:_____

42. How does the quality of instruction at your present school compare with the instruction at your high school:
    ____ Much worse than high school
    ____ Slightly worse than high school
    ____ About the same as high school
    ____ Slightly better than high school
    ____ Much better than high school

43. I would rate my chances of getting a job after finishing this program of study as:
    ____ Pretty good
    ____ Average
    ____ Not too good

44. Check the one occupational category that best fits your immediate goal and the one that best fits your long range goals:

Immediate	Long Range	
____	____	MANAGERIAL OR EXECUTIVE (Business executive, banker, store manager, etc.)
____	____	PROFESSIONAL (Lawyer, engineer, teacher, etc.)
____	____	SALES (Auto salesman, department store clerk, etc.)
____	____	SEMIPROFESSIONAL OR TECHNICAL (Secretary-stenographer, programmer, lab technician, etc.)
____	____	SEMISKILLED (Machine operator, construction worker, etc.)
____	____	SKILLED TRADES (Electrician, plumber, carpenter, etc.)
____	____	SMALL BUSINESS OR FARM OWNER
____	____	SUPERVISOR OR PUBLIC OFFICIAL (Office manager, policeman, etc.)
____	____	UNSKILLED (General laborer, farm laborer, etc.)
____	____	HOUSEWIFE/HOUSE HUSBAND

THANK YOU. These last questions ask about your future plans.

45. What is the highest level of education you expect to complete:
    ____ High school diploma
    ____ Vocational or technical program
    ____ Business school diploma
    ____ Two-year college degree
    ____ Bachelor's degree
    ____ One or 2 years of graduate study (MA, MBA, etc.)
    ____ Professional level degree (PhD, MD, LLB, JD, etc.)
    ____ Other_____

46. If I should decide to go to school again in the future, I would probably attend (mark only *one*):
    ____ Public 2-year community college
    ____ Private 2-year junior college
    ____ Public 4-year college or university
    ____ Private 4-year college or university
    ____ Public vocational-technical school
    ____ Private vocational-technical or business college or school
    ____ Home study (correspondence) school
    ____ Other:_____

47. What was your *annual* income *before* you entered this program: and what income do you expect to earn *after* 3 to 5 years from now?

Before	After	
____	____	Not working
____	____	Less than $3,000
____	____	$ 3,000–$ 5,999
____	____	$ 6,000–$ 7,499
____	____	$ 7,500–$ 8,999
____	____	$ 9,000–$11,999
____	____	$12,000–$14,999
____	____	$15,000–$19,999
____	____	$20,000 and over

48. How important are each of these job characteristics to you:
    N—Not Important
    S—Somewhat Important
    I—Important
    V—Very Important

N	S	I	V	
—	—	—	—	Co-workers (working with people I like)
—	—	—	—	Independence (being my own boss, doing the work as I want with nobody watching over me)
—	—	—	—	Interest (work that I enjoy doing, that is interesting to me)
—	—	—	—	Job Security (having a steady job even if the job is not especially enjoyable, having a job where I would not be fired)
—	—	—	—	Responsibility (being responsible for making decisions and for the work of other people)
—	—	—	—	Pay (being well paid for my work)

49. For what specific occupation are you preparing now?_____

THANK YOU very much for your time in answering all of these questions.

Appendix B

Summary of Data

CHARACTERISTICS OF STUDENTS

ENROLLED IN RESIDENT PROPRIETARY SCHOOLS

IN ILLINOIS

Appendix B

Summary of Data

(N = 1400)
(Percentages exclude nonrespondents)
(Key: A-Barber; B-Business; C-Cosmetology; D-Self-Improvement; E-Truck-Driving; F-Vocational)

Item Description	Response N	Percentage								
		Men	Women	Total	Type of School					
					A	B	C	D	E	F
1. Sex	1398									
Male		100	0	34	51	30	8	42	100	59
Female		0	100	66	49	70	92	58	0	41
2. Marital status	1394									
Single		46	52	50	46	54	44	32	31	58
Married		51	34	40	46	36	43	51	67	36
Other		2	14	10	9	11	13	17	3	6
3. Age (1975 - birth year)	1400									
20 and under		17	31	26	31	28	31	23	5	21
21-25		28	27	27	23	30	22	19	40	29
26-30		22	17	19	17	18	20	19	22	19
Over 30		33	26	28	29	25	27	40	33	31
4. U.S. citizen?	1393									
Yes		94	90	91	100	91	83	98	94	97
Illinois resident?	1379									
Yes		85	96	92	100	97	98	100	41	82
Attended Ill. high school?	1378									
Yes		64	74	71	97	74	73	76	29	64
Physical disability?	1381									
Yes		11	5	7	20	9	3	6	8	8
Claimed as tax exemption by parents?	1343									
Yes		18	22	20	20	18	23	10	10	24
Veteran?	1378									
Yes		45	2	17	26	19	4	19	64	22
Viet Nam veteran?	1375									
Yes		16	1	6	11	8	3	2	35	6
5. Size of home town	1335									
Farm or open land		10	8	9	9	8	11	12	22	7
Under 500		2	4	3	6	4	2	0	5	2
500-1,999		10	14	12	15	14	15	17	10	6
2,000-9,999		15	15	15	12	14	15	21	17	14
10,000-49,999		21	21	21	29	17	21	29	14	25
50,000-249,999		18	12	14	29	16	10	15	12	12
250,000-499,999		4	4	4	0	5	4	4	3	3
500,000-999,999		4	3	3	0	4	3	2	5	3
Over one million		17	20	19	0	17	20	0	12	27

CHARACTERISTICS OF STUDENTS
ENROLLED IN RESIDENT PROPRIETARY SCHOOLS
IN ILLINOIS

Summary of Data

Item Description	Response N	Percentage								
		Men	Women	Total	Type of School					
					A	B	C	D	E	F
6. Family income	1276									
Under $3,000		6	12	10	9	13	12	0	10	6
$ 3,000-$ 5,999		7	15	12	3	17	15	4	12	5
$ 6,000-$ 7,499		6	9	8	12	9	10	4	6	5
$ 7,500-$ 8,999		8	9	9	12	8	10	12	6	7
$ 9,000-$11,999		14	12	13	12	13	12	10	17	14
$12,000-$14,999		20	13	15	26	16	12	20	18	16
$15,000-$19,999		19	14	16	9	13	15	28	14	19
$20,000 and over		20	15	17	18	11	13	24	18	28
7. Father's education	1293									
8th grade or less		26	31	29	39	30	37	22	36	19
Some high school		20	18	18	15	21	17	16	22	17
High school graduate		24	19	20	24	19	20	29	22	20
Tech. or bus. school		5	7	6	3	6	6	8	9	7
Some college		7	6	7	6	7	3	6	2	11
2-yr. college graduate		2	2	2	6	2	2	2	2	4
4-yr. college graduate		5	5	5	3	4	4	8	1	9
Some post-college		1	2	1	0	1	1	0	0	2
Advanced degree		4	4	4	3	2	3	8	1	7
Do not know		5	6	6	0	8	6	2	4	3
Mother's education	1355									
8th grade or less		20	27	24	32	23	38	15	28	13
Some high school		20	21	21	26	27	19	19	18	15
High school graduate		34	26	29	32	26	24	31	34	36
Tech. or bus. school		3	6	5	3	4	4	12	5	6
Some college		6	6	6	6	6	3	10	3	9
2-yr. college graduate		4	4	4	0	3	3	2	3	6
4-yr. college graduate		3	4	4	0	3	2	4	2	7
Some post-college		1	1	1	0	1	0	2	0	1
Advanced degree		2	1	2	0	1	1	4	4	3
Do not know		5	5	5	0	6	6	2	3	4
8. Father's occupation	1226									
Managerial		12	11	12	14	9	8	15	5	19
Professional		8	8	8	3	5	6	8	4	14
Sales		4	5	5	10	3	7	8	2	5
Technical		4	2	3	0	3	1	6	1	5
Semiskilled		22	26	24	38	30	28	13	29	15
Skilled trades		18	16	16	10	13	18	19	22	18
Small business or farm		14	10	11	14	12	8	17	16	12
Supervisor or pub. official		5	6	6	0	6	5	11	4	4
Unskilled		11	15	14	7	16	19	2	14	7
Househusband		1	1	2	3	2	1	2	2	1
Mother's occupation	1296									
Managerial		4	2	3	0	2	2	0	2	5
Professional		4	6	6	3	5	5	15	5	7
Sales		3	3	3	15	3	5	2	3	1
Technical		11	13	12	15	12	10	17	2	14
Semiskilled		4	7	6	6	6	8	4	4	3
Skilled trades		1	1	1	0	2	1	0	0	1
Small business or farm		3	3	3	3	4	2	2	3	2
Supervisor or pub. official		2	3	2	0	3	2	4	1	1
Unskilled		7	10	9	6	11	11	2	13	5
Housewife		60	52	55	52	52	53	55	66	60

CHARACTERISTICS OF STUDENTS
ENROLLED IN RESIDENT PROPRIETARY SCHOOLS
IN ILLINOIS

Summary of Data

Item Description	Response N	Percentage								
		Men	Women	Total	Type of School					
					A	B	C	D	E	F
9. Racial identification	1380									
Afro-American/Black		15	29	24	3	39	20	2	10	14
American Indian/Native Am.		3	4	3	6	3	6	2	6	2
Caucasian/White		64	47	53	88	41	44	90	73	69
Mexican American or Chicano		2	6	4	3	4	8	0	3	3
Oriental American		3	0	1	0	1	1	0	2	2
Spanish-Speaking American		4	6	5	0	5	7	2	0	4
Other		8	9	9	0	8	14	4	6	7
10. Graduate from high school?	1390									
Yes		73	71	72	71	67	60	92	66	86
No		12	18	16	11	14	30	6	20	6
GED equivalent		12	6	8	14	10	6	2	13	7
Currently in GED program		3	5	4	3	9	3	0	1	1
11. Years since attended h.s. (1975 - year last attended)	1400									
Less than 2 years		8	20	16	14	17	22	11	3	11
2-5 years		29	28	28	37	31	20	26	26	32
More than 5 years		63	52	55	49	52	58	62	71	57
12. High school attended was	1357									
Public		88	85	86	97	88	88	90	95	80
Private		12	15	14	3	12	12	10	5	20
13. Size of high school class	1358									
Less than 25		10	10	10	11	13	11	8	8	6
25-99		31	34	33	26	35	39	27	37	24
100-199		12	10	10	6	9	11	17	18	10
200-399		16	15	15	37	15	11	14	16	17
400-599		12	13	13	11	11	12	17	9	16
600-899		9	10	9	3	7	7	10	9	16
900 or more		9	9	9	6	10	10	8	4	10
14. High school curriculum	1328									
Business or commercial		8	17	14	6	16	18	14	5	8
Vocational-occupational		18	15	16	24	15	19	19	16	12
College preparatory		28	26	27	15	23	18	27	22	43
General		44	41	42	56	45	43	39	55	35
Other		2	1	2	0	1	3	2	2	2
15. High school grade average	1345									
D- to D (0.5-0.9)		2	0	1	6	1	1	2	6	0
D to C- (1.0-1.4)		7	3	5	3	4	6	0	11	4
C- to C (1.5-1.9)		21	15	17	24	19	18	14	17	14
C to B- (2.0-2.4)		32	33	33	35	36	33	38	39	25
B- to B (2.5-2.9)		21	20	20	29	17	19	15	19	25
B to A- (3.0-3.4)		14	23	20	3	19	19	23	8	24
A- to A (3.5-4.0)		4	6	5	0	3	6	8	1	8
16. While in high school I:	1361									
Held a part-time job		54	44	48	60	43	44	62	56	53
Held a full-time summer job		32	23	26	26	26	23	36	34	28
Sold goods or services		11	6	7	9	6	7	6	8	10
Was in work-study or co-op		6	12	10	9	12	14	8	3	6
Started my own business		5	1	2	3	1	2	2	2	5
Supervised work of others		6	3	4	6	4	4	2	2	5
Managed finances of org.		2	2	2	3	2	3	2	0	3
None of these		25	35	31	23	35	33	19	22	28

CHARACTERISTICS OF STUDENTS
ENROLLED IN RESIDENT PROPRIETARY SCHOOLS
IN ILLINOIS

Summary of Data

Item Description	Response N	Percentage								
		Men	Women	Total	Type of School					
					A	B	C	D	E	F
17. High school class rank	1309									
Top quarter		20	23	22	9	20	15	30	9	32
2nd quarter		34	39	37	40	37	41	28	39	36
3rd quarter		35	32	33	40	35	35	40	35	28
4th quarter		10	6	7	11	8	9	2	18	5
18. H.S. extracurricular activity	1400									
No participation reported		16	17	16	11	18	20	8	19	12
One activity reported		35	30	32	34	33	36	17	47	26
Two activities reported		16	19	18	23	18	18	11	19	19
Three or more activities		33	34	34	32	31	26	64	15	43
Type of activity	1400									
Instrumental music		20	18	19	14	19	16	28	14	20
Vocal music		14	29	24	14	24	26	43	12	20
Student government		13	12	12	11	11	9	23	8	17
Publications		17	18	17	26	15	14	24	4	24
Debate		6	6	6	9	8	6	6	3	5
Departmental clubs		14	18	17	17	17	10	23	9	22
Dramatics		16	17	16	9	14	16	15	7	22
Religious organizations		8	13	12	14	10	11	24	7	12
Racial or ethnic orgs.		2	2	2	9	2	1	0	1	4
Intramural athletics		24	14	17	34	14	12	32	21	23
Varsity athletics		37	11	20	34	17	11	38	38	25
Political organizations		3	2	2	3	1	1	6	0	3
Radio-TV		4	3	3	0	2	2	2	1	6
Social club, frat. or soro.		7	10	9	6	7	10	13	1	11
Special interest group		20	21	21	20	19	18	34	11	26
School or community service		14	21	19	14	18	18	26	8	20
19. Adequacy of h.s. education	1361									
Very poor		7	3	4	3	5	3	6	6	5
Below average		11	10	10	14	12	9	4	12	10
Average		40	49	46	51	47	48	62	42	38
Good		33	31	32	26	31	30	23	34	36
Excellent		9	8	8	6	6	9	6	6	11
20. Best description of activity first year out of high school	1335									
Got a part-time job		4	8	6	3	6	7	6	4	6
Got a full-time job		36	38	38	46	38	42	44	52	30
Went to a college or school		34	30	31	29	25	23	35	11	48
No steady employment		3	3	3	0	5	2	0	1	2
Joined military service		18	1	6	11	7	1	8	30	8
Married, kept house		0	14	9	3	10	19	4	0	2
Other		5	6	6	9	7	6	4	3	5
21. Other schools attended: First school attended	1311									
None		31	45	40	50	44	57	19	41	20
Public 2-year		14	12	13	9	13	6	19	8	18
Private 2-year		2	2	2	0	2	3	2	2	2
Public 4-year		15	7	10	6	4	3	17	10	23
Private 4-year		7	5	6	0	4	1	10	1	13
Public voc-tech. (after h.s.)		9	8	9	15	10	10	12	5	4
Private voc-tech. or bus. sch.		11	8	9	15	10	8	8	9	9
Home study (correspondence)		8	4	6	0	6	4	10	16	6
Other		3	7	6	6	7	6	4	8	4

CHARACTERISTICS OF STUDENTS
ENROLLED IN RESIDENT PROPRIETARY SCHOOLS
IN ILLINOIS

Summary of Data

Item Description	Response N	Percentage								
		Men	Women	Total	Type of School					
					A	B	C	D	E	F
Other schools attended:										
Second school attended	1311									
None		82	87	85	91	87	91	75	84	78
Public 2-year		2	2	2	3	2	1	0	3	3
Private 2-year		1	1	1	0	1	1	2	0	0
Public 4-year		2	2	2	3	1	1	8	0	5
Private 4-year		2	1	2	0	1	0	0	0	4
Public voc-tech. (after h.s.)		2	2	2	0	2	1	4	1	3
Private voc-tech. or bus. sch.		3	3	3	0	2	3	6	1	3
Home study (correspondence)		3	1	2	3	3	1	2	9	2
Other		3	1	2	0	1	2	4	2	3
Other schools attended:	1311									
Attended a third school		3	2	2	0	2	0	6	5	4
22. Activity at time of decision to attend this school (single best response)	1341									
Working full time		60	35	43	57	38	31	76	68	56
Working part time		8	8	8	14	8	8	4	7	9
Going to school		12	13	13	14	11	16	6	5	15
Unable to find employment		14	14	14	9	21	11	2	11	10
In the military service		2	0	1	3	1	0	0	8	1
Keeping house, child care		0	25	16	3	16	31	9	0	4
Other		3	5	4	0	5	3	4	2	4
23. Distance from school at time of decision to attend	1385									
Less than 10 miles		38	49	46	51	48	61	51	4	28
10-25 miles		30	32	31	14	32	31	30	3	34
26-100 miles		17	16	16	26	17	7	19	32	22
More than 100 miles		15	3	7	9	3	1	0	61	16
24. How did you learn about this school? (multiple responses)	1386									
Parents		5	5	5	14	3	7	2	2	6
Friends who had attended		32	35	34	49	21	44	45	12	40
H.S. counselor or teacher		6	8	7	9	6	7	4	1	9
Advertisement		32	39	37	11	32	39	21	78	43
School representative		17	5	9	0	13	3	24	14	6
Public agency		10	12	11	6	23	2	2	1	5
Other		14	12	13	31	12	9	26	9	14
25. Importance of reasons to attend this school:										
Location of school	1272									
Very important		26	42	36	29	36	49	30	32	26
Somewhat important		37	32	34	57	32	31	26	30	39
Not important		37	26	30	14	32	20	44	38	34
Convenient starting date	1212									
Very important		34	41	38	41	46	32	30	40	36
Somewhat important		34	32	32	35	32	35	30	30	31
Not important		32	28	29	24	23	33	40	31	32
Offer of financial assistance	1184									
Very important		37	41	40	53	53	43	22	44	21
Somewhat important		19	16	17	24	19	15	20	14	15
Not important		44	42	43	24	28	42	57	41	64

CHARACTERISTICS OF STUDENTS ENROLLED IN RESIDENT PROPRIETARY SCHOOLS IN ILLINOIS

Summary of Data

Item Description	Response N	Percentage								
		Men	Women	Total	Type of School					
					A	B	C	D	E	F
Specialized program	1190									
Very important		61	62	62	54	64	55	69	60	63
Somewhat important		27	24	25	27	26	26	17	34	24
Not important		13	13	13	18	10	18	15	6	13
Reputation of the school	1218									
Very important		51	60	57	50	45	64	76	58	65
Somewhat important		34	26	29	44	36	22	16	32	26
Not important		14	14	14	6	19	14	8	11	9
Length of time required	1185									
Very important		37	47	43	24	50	42	37	33	40
Somewhat important		36	31	33	44	31	34	31	46	33
Not important		27	22	24	32	19	25	33	22	27
Job placement ability	1208									
Very important		32	53	46	47	58	47	45	59	26
Somewhat important		31	26	28	47	24	27	21	30	33
Not important		36	22	27	6	18	26	34	11	41
Cost of the program	1197									
Very important		28	44	39	35	39	51	29	38	29
Somewhat important		33	33	33	41	30	31	33	40	38
Not important		39	23	29	24	32	18	39	21	33
Emphasis, practical training	1222									
Very important		62	76	71	82	66	78	78	67	70
Somewhat important		26	18	21	18	25	17	16	24	19
Not important		12	6	8	0	8	5	6	8	12
26. Most important goal in attending this school	1350									
Obtain skills: find a job		34	55	48	79	51	56	32	35	36
New skills: change jobs		22	16	18	12	16	17	11	45	21
New skills: job promotion		13	6	8	6	11	2	19	5	9
Self-improvement		26	20	22	3	18	20	38	12	28
Other		5	3	4	0	3	5	0	3	6
27. Enrolled as:	1376									
Full-time student		68	57	61	94	73	59	32	78	46
Part-time student		32	43	39	6	27	41	68	22	54
28. Attend classes primarily in:	1388									
Day		57	68	64	100	68	68	9	66	62
Evening		36	27	30	0	28	23	89	14	32
Day and evening		7	5	6	0	4	9	2	20	6
29. Presently living:	1385									
With parents or relatives		26	36	32	31	33	35	15	7	35
In own home or apartment		63	60	61	69	61	62	85	49	54
In school-provided housing		2	1	2	0	3	0	0	5	3
Other		8	4	5	0	4	3	0	39	8

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Summary of Data

Item Description	Response N	Percentage								
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					A	B	C	D	E	F
30. Hours per week working while going to school	1387									
None		40	57	51	71	53	65	11	66	38
1-5		3	2	2	3	2	2	4	0	3
6-10		3	4	3	6	4	2	0	6	3
11-15		2	2	2	6	2	2	0	1	3
16-20		4	3	4	0	3	3	2	3	5
21-25		2	4	3	3	3	4	2	1	3
26-30		2	4	3	0	3	2	4	0	5
31-35		2	4	3	0	2	4	0	1	6
More than 35		43	20	28	11	27	16	77	23	34
31. Hours/week spent in school	1385									
1-5		13	16	15	0	17	1	94	0	14
6-10		20	19	19	0	24	6	2	12	31
11-15		13	6	8	0	12	6	2	0	7
16-20		14	9	11	0	8	9	2	22	17
21-25		5	9	8	6	9	12	0	4	4
26-30		7	12	10	6	14	11	0	0	6
31-35		11	12	12	9	11	16	0	0	11
More than 35		16	19	18	80	5	38	0	62	10
32. Services which are or would be helpful (multiple answers)	1246									
Financial aid counseling		28	26	27	26	25	29	21	8	28
Finding a place to live		9	6	7	3	8	5	0	10	8
Finding a day-care center		1	10	7	11	7	12	3	1	3
Finding a part-time job		20	21	21	34	23	20	0	2	21
Job placement after grad.		75	79	77	74	78	72	83	98	80
33. Would like to have help in:	1116									
Educational-vocational plan		22	27	26	19	20	23	21	13	43
Expressing ideas in writing		23	21	22	16	24	22	32	19	16
Improving reading skills		33	32	32	31	37	33	24	41	24
Improving study skills		37	38	38	53	40	44	21	34	27
Improving math skills		28	29	29	34	35	24	18	13	27
Personal counseling		18	19	19	16	16	21	21	19	18
34. Tuition & fees for program	1324									
$ 1- 500		31	31	31	17	22	22	96	3	44
$ 501-1,000		26	37	33	37	24	58	2	12	25
$1,001-1,500		14	14	14	40	15	15	2	72	8
$1,501-2,000		10	8	9	6	11	4	0	12	12
$2,001-2,500		5	5	5	0	12	1	0	0	2
$2,501-3,000		7	2	4	0	8	0	0	1	2
More than $3,000		7	3	4	0	7	0	0	0	6
35. Length of the program	1372									
3 months or less		43	15	25	0	16	1	42	98	55
4-6 months		5	15	12	0	25	2	19	0	4
7-9 months		10	26	20	0	24	28	28	0	9
10-12 months		9	18	15	94	9	28	4	0	6
13-18 months		6	7	7	6	7	11	6	2	2
19-24 months		9	6	7	0	7	8	2	0	8
More than 2 years		18	13	15	0	12	21	0	0	17

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36. Amount of program completed (at the time of the study)	1348									
One-fourth or less		45	44	44	34	51	45	4	1	46
One-half or less		29	22	25	23	20	18	13	56	39
Three-fourths or less		11	16	14	20	15	16	32	23	7
More than three-fourths		15	17	17	23	14	21	51	20	8
37. Certainty of occupational choice	1365									
Very sure		59	57	57	80	50	68	58	54	54
Fairly sure		28	32	30	17	35	23	28	30	31
Not at all sure		13	12	12	3	14	8	13	16	15
38. Satisfaction with choice of program of study	1372									
Very satisfied		64	64	64	83	56	67	81	58	70
Fairly satisfied		31	29	30	14	39	22	17	38	28
Not satisfied		4	6	6	3	5	11	2	4	2
39. Adequacy of present school	1368									
Very poor		1	4	3	0	1	9	0	2	1
Below average		5	6	6	3	5	10	2	11	2
Average		21	27	25	29	33	27	4	25	15
Good		40	36	37	54	39	34	34	51	37
Excellent		33	27	29	14	22	20	60	12	45
40. How likely to complete this program	1373									
Very likely		88	88	88	97	84	91	96	89	86
Unsure		10	11	11	3	14	8	2	9	11
Not likely		2	1	2	0	2	1	2	2	3
41. Which of the following are helping to pay school costs	1363									
BEOG or SEOG		2	12	8	0	10	17	0	1	1
Veteran's benefits		29	1	10	21	14	1	0	60	11
DVR or Social Security		8	6	7	26	7	7	0	4	6
CETA (MDTA)		6	10	9	0	19	3	0	0	4
State Guaranteed Loan		3	4	4	3	6	3	2	0	2
NDSL		1	1	1	0	1	1	0	0	0
School loan or deferred pmt.		2	2	2	6	2	2	0	3	1
Other loans		3	2	2	3	2	1	10	8	2
Federal work-study program		1	4	3	0	4	4	2	0	0
Parents, spouse, relative		14	30	25	21	18	36	8	14	27
Personal savings and income		45	41	42	38	30	36	53	51	63
Other		10	9	9	12	10	5	31	1	9
42. Comparison of instruction at present school to instruction in high school	1342									
Much worse than h.s.		3	8	6	3	4	14	0	7	1
Slightly worse than h.s.		5	8	7	0	7	10	0	15	4
About the same as h.s.		18	25	23	37	22	32	8	34	15
Slightly better than h.s.		24	19	21	34	29	14	18	18	16
Much better than h.s.		50	40	44	26	38	30	74	26	64

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43. Rating of chances of getting a job after completing school	1313									
Pretty good		60	59	59	83	56	61	83	39	59
Average		36	36	36	17	39	34	17	51	36
Not too good		4	5	5	0	5	5	0	10	5
44. Immediate occupational goal	976									
Managerial		14	6	8	3	12	4	12	0	7
Professional		22	22	22	28	9	25	33	29	33
Sales		10	4	6	7	8	3	12	0	6
Technical		13	43	32	3	52	21	29	5	22
Semiskilled		9	5	6	3	6	7	5	32	4
Skilled trades		19	10	14	48	1	23	2	24	20
Small business or farm		6	3	4	3	3	6	0	2	4
Supervisor or pub. official		3	1	2	0	3	0	5	0	1
Unskilled		4	1	2	3	2	1	2	8	2
Housewife/househusband		0	7	4	0	4	9	0	0	2
Long-range occupational goal	1008									
Managerial		35	17	24	25	28	17	38	8	22
Professional		28	29	29	42	22	22	33	24	43
Sales		4	1	2	0	3	1	9	0	2
Technical		4	20	15	0	24	11	9	4	9
Semiskilled		3	1	2	0	2	1	0	22	2
Skilled trades		7	5	6	12	2	10	2	13	7
Small business or farm		15	13	14	17	8	25	4	22	13
Supervisor or pub. official		3	3	3	0	4	3	2	4	0
Unskilled		1	1	1	0	1	1	0	2	0
Housewife/househusband		0	9	6	4	6	9	2	0	3
45. Highest level of education expected to complete	1310									
High school diploma		11	14	13	17	12	19	24	31	6
Vocational/technical prog.		21	23	23	51	9	39	20	37	22
Business school diploma		12	19	17	9	30	15	10	2	2
Two-year college degree		14	11	12	9	17	6	6	13	11
Bachelor's degree		20	13	15	0	15	7	14	7	26
Master's degree		11	9	10	3	8	2	6	1	21
Professional--PhD,MD,JD,etc.		7	6	6	3	6	6	10	3	6
Other		5	4	4	9	3	6	10	7	5
46. Most probable future choice of school (one response)	1288									
Public 2-year college		17	27	24	47	27	30	21	27	10
Private 2-year college		8	7	7	6	7	8	12	2	6
Public 4-year college		25	19	21	9	26	11	25	15	26
Private 4-year college		10	7	8	3	9	4	8	3	11
Public voc-tech. school		8	10	10	12	7	13	8	9	10
Private voc-tech./bus. school		20	18	19	15	17	19	8	15	24
Home study (correspondence)		5	5	5	6	3	8	8	21	4
Other		8	6	7	3	4	7	12	9	9

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47. Annual income before entering present school	1198									
Not working		12	32	25	21	28	37	6	7	14
Less than $3,000		13	24	20	26	20	25	15	5	19
$ 3,000-$ 5,999		12	15	14	15	15	12	10	10	15
$ 6,000-$ 7,499		9	11	11	6	11	9	12	11	11
$ 7,500-$ 8,999		7	7	7	12	6	5	12	12	8
$ 9,000-$11,999		17	6	10	15	8	6	15	28	15
$12,000-$14,999		12	2	5	0	6	2	15	17	5
$15,000-$19,999		9	1	4	6	4	1	10	7	4
$20,000 and over		9	1	4	0	3	1	4	2	8
Annual income expected after 3-5 years	1226									
Not working		3	5	4	3	6	5	0	1	2
Less than $3,000		3	4	3	0	3	4	4	0	3
$ 3,000-$ 5,999		2	7	5	3	5	8	2	0	4
$ 6,000-$ 7,499		1	11	8	3	9	12	8	2	2
$ 7,500-$ 8,999		4	12	9	6	10	10	6	1	10
$ 9,000-$11,999		9	21	17	27	19	18	8	5	13
$12,000-$14,999		16	16	16	15	16	16	16	13	18
$15,000-$19,999		22	13	16	21	13	11	28	19	22
$20,000 and over		40	12	21	21	19	15	28	58	27
48. Importance of selected job characteristics:										
Co-workers	1267									
Not important		6	3	4	0	5	2	6	8	4
Somewhat important		17	14	15	3	17	9	15	16	20
Important		27	24	25	35	28	18	17	33	28
Very important		50	58	56	62	50	70	62	43	48
Independence	1279									
Not important		7	13	11	6	16	12	2	6	7
Somewhat important		17	21	20	31	23	14	27	20	19
Important		27	23	24	34	25	21	19	22	27
Very important		48	43	45	29	37	53	52	53	47
Interest	1294									
Not important		2	1	2	0	2	2	4	1	1
Somewhat important		1	2	2	3	3	1	0	7	1
Important		12	11	11	6	15	10	6	11	10
Very important		85	86	85	91	81	86	90	81	89
Job security	1270									
Not important		16	15	15	11	15	13	18	10	19
Somewhat important		17	22	20	9	20	18	28	14	24
Important		24	19	21	31	20	16	20	27	28
Very important		43	43	43	49	46	54	35	48	30
Responsibility	1267									
Not important		9	14	12	3	13	12	8	12	13
Somewhat important		13	19	17	14	16	13	15	19	21
Important		36	25	29	40	32	20	27	42	32
Very important		42	43	42	43	40	55	50	28	34
Pay	1291									
Not important		2	2	2	0	2	1	2	4	2
Somewhat important		6	4	5	6	4	2	6	9	9
Important		22	18	20	34	17	14	23	13	28
Very important		70	75	73	60	77	82	69	74	61